BOSTON UNIVERSITY

GRADUATE JOURNAL

A Review of Current Graduate and Research Activities

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BOSTON UNIVERSITY

GRADUATE JOURNAL

A Review of Current Graduate and Research Activities

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Has There Been Communication?

Please Let Us Know!

The poet shot his arrow, he breathed his song, into the air; they fell to earth, he knew not where.

This JOURNAL, something between an arrow and a song, has gone out now with this issue for the twenty-second time. While we do not aim the JOURNAL blindly into the air, and while we do know from our mailing list the general direction of flight of our missive-missile, we are solicitous for it; we are anxious to know whether it has touched its target, whether it has had an effect.

Please let us know!

We should appreciate hearing from *all* readers of the JOURNAL concerning what impress it has made. As we approach the end of our second year of publication, it seems fitting to survey what we are doing, to assess the degree of our fulfillment of the JOURNAL's original purpose, to note unwarranted deviations from our plan, to learn what more we need to do, or could do, to achieve our purpose.

This purpose, as stated in our first issue, April, 1952, is to "serve as a medium of communication among members of the faculty, the students, and the community in matters concerning the educational and scholarly activities of the University; as a mechanism for aiding the unification of interest in the diverse kinds of graduate and research undertakings; and as a means of promoting the implementation of the objectives of any true university: education, research, and service to the community."

A line from you will tell us there has been communication! Your comments will help us plan for the future.

Student Research—Economics

New England as a Source of Research Manpower

HARWELL L. BOYD, JR.

Mr. Harwell L. Boyd, Jr., received the degrees of Bachelor of Science in Electrical Engineering from Mississippi State College and of Master of Science from the Georgia Institute of Technology. He is at present associated with the Air Force Cambridge Research Center, Cambridge, Mass., and is a candidate in the Boston University Graduate School for the Ph.D. degree in Economics.

In connection with the Seminar in Economic Theory conducted by Professor Everett J. Burtt, Jr., Mr. Boyd wrote a term paper entitled Technical Research and the New England Problem. *From this paper we print, as likely to be of interest to many of our readers, the section headed "New England as a Source of Research Manpower."*

One of the striking characteristics of science and scientific research is the brief span of their existence as recognized professions. In America, this recognition is less than a century old. The first important stimulus to the development of science in college and university curricula was a series of related congressional acts, beginning in 1862, which provided Federal support to land-grant colleges. A second significant step was the founding of Johns Hopkins University in 1876, which instituted the first American graduate school which recognized graduate research as a major purpose. It was 24 years later that the first industrial research laboratory was organized by General Electric.

New England had been recognized as a leading educational region since colonial times, long before the rise of the scientific profession, and it was natural that it should become outstanding in the production of scientists. One indication of the eminence of New England can be obtained from Visher's study of *Scientists Starred.*[1] This study covers 2600 persons who had been selected by their fellow scientists as being among the 1000 outstanding scientists of the United States for successive editions of *American Men of Science*, over the period from 1903 to 1943.

New England led the nation as the birthplace of starred scientists per million of population at the date of their birth, with 133 per million of population over the period covered. Among American states, Massachusetts is the leading state, with 220 per million of population. Other New England states were also leaders, with Connecticut ranking second, Vermont fourth, and New Hampshire fifth, among all the states. Boston was second only to New York among American cities, as the birthplace of starred scientists, with a yield of 174 per 100,000 of population at about the time of birth. An indication of the rising importance of other regions is the fact that New England's yield shows a progressive decline from 1850 to 1943.

Harvard and Yale were the nation's leading institutions in providing the undergraduate education for starred scientists, and MIT ranked seventh. Harvard again ranked first in the number of doctorates conferred upon this group of prominent scientists, and Yale was fifth. These two institutions had exactly the same rank as employers of starred scientists in 1938, with MIT in fifteenth place.

In 1938, New England employed 22.6 starred scientists per million of population, and 1.3 per million

dollars of federal income tax paid. By both measures, it led all other regions of the United States. A higher percentage of these scientists was employed by educational institutions in New England than in the United States as a whole, the figures being 94 and 76 percent respectively.

New England institutions granted about 12 percent of all the science doctorates conferred during the period 1936-45, but its institutions fell somewhat short of the top rank position achieved in the production of starred scientists. For this period, the leading New England institutions were MIT, Harvard, and Yale, which ranked tenth, eleventh and thirteenth respectively.... Although the growth of educational institutions and population in other regions was reducing New England's early leadership as a training place for scientists, its contribution was still quite large in relation to its six percent of the Nation's population.

In the larger and younger group of scientists previously referred to [in an omitted part of this term paper] as "scientists with Ph.D. degrees or the equivalent," New England was also outstanding. The region granted about 13 percent of both the bachelor's and doctor's degrees held by these scientists, making it the leading region in terms of population. Practically all of these degrees were granted in Southern New England. However, New England showed a steady percentage decline from the early 1900's until 1940. Before 1900, the region granted 24 percent of the bachelor's degrees and dropped to 10.7 percent for the 1936-40 period. In the decade 1900-09, New England granted 28.6 percent of the Ph.D. degrees, but granted only 12.3 percent in the decade 1940-49. ...New England employed 8.1 percent of this group of scientists, as compared to the 13 percent which it trained.

There has been one other recent and extensive study of the production of scientists, which gives New England a somewhat less exalted place than do the two mentioned above.[2] This study was conducted under the direction of a committee of the faculty of Wesleyan University of Middletown, Connecticut. It is concerned with the undergraduate origins of scientists and, like the other two studies, uses *American Men of Science* as its basic roster of scientists. The particular group studied is about mid-way between the larger and smaller groups covered in the above two studies, consisting of all individuals listed in the third and seventh editions who had either the Ph.D. degree or were starred. In order to determine the relative productivity of scientists by particular educational institutions, indexes are calculated for each institution; these show the number of undergraduates degrees awarded to males who later became scientists, per thousand male graduates. By this index of productivity, the outstanding institutions for the period 1924-34 are of quite a different character from those which lead by purely quantitative measures. Only three of the leading fifty are in New England, the University of Massachusetts which ranks sixth, Clark University, ranking eighteenth, and Wesleyan University, ranking twenty-second. There is a strikingly small number of large universities among the fifty leading institutions, for only five institutions graduated more than two hundred students. The list is also remarkably free of technological institutions, despite the fact that these schools concentrate in pure or applied science. The California Institute of Technology is the one outstanding exception, ranking second in productivity, and apparently is far ahead of similar institutions. Forty-one out of the fifty are located in the Middle and Far West.

The authors of this study arrive at some interesting tentative conclu-

sions. They find that New England is possessed of two liabilities and one asset as a producer of scientists. Its institutions are favored by a significantly more selected body of students than those of other regions. However, the cost of college attendance is among the highest in the nation, and they believe the socioeconomic conditions of the region impede the development of scientists. They consider that industrialization creates a class structure which limits individualism at the same time as it broadens vocational opportunities, a structure which discourages vertical vocational mobility while increasing the opportunities for horizontal mobility. They feel that New England Colleges and Universities are evidence of the fact that the middle and upper-middle classes are not disposed to pursue careers in science. These institutions draw much of their support from these classes, are favored with outstanding faculties, endowments, and students and yet produce relatively few scientists in proportion to their total output of graduates. The significance of these superb facilities is more apparent in New England's performance in the awarding of doctorates. Even after a fifty-year decline in its relative contribution, New England, with 6 percent of the Nation's population, still produces about 13 percent of its Ph.D.'s. Many of these degrees are, of course, granted to residents of other regions who are attracted to New England by the quality of its higher education. For example, Massachusetts has a net immigration of over 10,000 students annually, the second largest of any state.

In the field of engineering, New England is now also more outstanding in its graduate education than in undergraduate work. In 1952, the region granted 8.4 percent of all first engineering degrees, 14.5 percent of all master's degrees and other predoctoral degrees, and 16.9 percent of all doctor's degrees in engineering.

In summary, it may be said that New England has been, and remains, a more significant leader in the production of scientists than it is in the employment of them. Its relative contribution is declining, but the region remains an outstanding leader in graduate-level training in science.

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1. S. S. Visher. *Scientists Starred, 1903-1943.* Baltimore: The Johns Hopkins Press. 1947.
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"The Gold is Nevertheless Gold"

Let not men think there is no truth but in the sciences that they study, or the books that they read. To prejudge other men's notions before we have looked into them, is not to show their darkness, but to put out our own eyes. *Try all things, hold fast that which is good*, is a divine rule, coming from the Father of light and truth; and it is hard to know what other way men can come at truth, to lay hold of it, if they do not dig and search for it as for gold and hid treasure: but he that does so must have much earth and rubbish before he gets the pure metal; sand, and pebbles, and dross usually lie blended with it, but the gold is nevertheless gold, and will enrich the man that employs his pains to seek and separate it.

— John Locke, *On the Conduct of the Understanding*

Boston University Books Reviewed

A Preface to Literature. By EDWARD WAGENKNECHT.* New York: Henry Holt and Company. [c.1954.] xvi, 381 pp. Trade edition, $4.00.

Reviewed by PHILIP E. GOODHUE**

Dr. Wagenknecht displays here an imaginative approach (advertising writers call it "the *you*-attitude") to the problem which has confronted professors of English for lo, these many college generations — that of breaking down traditional student resistance to their subject. He says in his preface, for example: "Unless you are going to follow it [English] professionally, I hope that you will try to think of it *not as an academic subject but simply as a matter of human interest.*" [Italics mine.] He thus gets off on the right foot — trying to lure with the carrot, rather than drive with the stick. Moreover, he *maintains* his viewpoint: throughout the book he converses, so to speak, with his readers about the delights of literature; he does not professor-ize. This "you-attitude" — combined with an easy style, adorned with a wealth of apposite quotation illustrating whatever literary genre he is discussing at the moment — results in a beguiling text.

The volume comprises eight chapters,*** plus an excellent appendix on book-reviewing — an unusual feature which includes, besides introductory remarks, professional reviews of four novels, Katherine Mansfield's collected short stories, poetry of various types, a nonfiction work, a stage play, and two films.

The chapters titled "Of Choosing and Judging," "The Book and the World," and "Why Poetry?" I found particularly intriguing. In the first-named, I was struck by the author's simple, down-to-earth statement of the critic's function: "to give us a clearer and stronger view of the work which he has under consideration" — an end which, he believes, cannot be achieved without sound critical principles and, in some cases, solid historical knowledge." (How the shade of Irving Babbitt would approve that!) Consequently he distrusts impressionistic criticism (e.g., Anatole France's "adventures of the soul among masterpieces"), since — especially when it is produced by a creative writer-turned-critic — the reader is likely to get far more of the *critic* than of the book which he is presumably reviewing. Later in the chapter he underlines the idea that a really first-rate literary work must not only yield delight, but must also present what Matthew Arnold termed an "interpretation of life."

"The Book and the World" goes on to face the old, ever-new problem: the relationship of literature and morality. Is art enough, or ought it to be "used as a means of approach to something beyond itself"? Professor Wagenknecht discusses this question with insight, and at some length, concluding that "the gulf [between the "Shakespeare-type" of writer and the "Dante-type"] is not

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*Dr. Wagenknecht is Professor of English on the Faculties of the College of Liberal Arts and the Graduate School, Boston University. He delivered the University Lecture, April 8, 1954.

**Until just recently, Philip E. Goodhue was Chairman of the English Department, Babson Institute of Business Administration.

***1. "Black Marks on White Paper"; 2. "But Is It Literature?"; 3. "Of Choosing and Judging"; 4. "The Book and the World"; 5. "Tell Me a Story"; 6. "Theater and Drama"; 7. "Why Poetry?"; 8. "We Begin Again."

so deep or wide as it is often thought to be." (Incidentally, I cannot quite agree that Shakespeare is "satisfied with art in itself"; it seems to me that a moral purpose is *implicit* in much of Shakespeare, even though he is too great an artist to spell it out.) As regards didactic literature, he makes the provocative point that, with books like *Uncle Tom's Cabin*, *Quo Vadis*, and *The Robe*, it was the "*didactic urge which inspired* the creative urge." [Italics mine.]

In "Why Poetry?" the author insists that poetry, although it is "much distrusted in our time," must continue to be produced — for one reason, because "carried beyond a certain point, intensity of experience and utterance simply demands poetic expression." As to what mainly distinguishes poetry from prose, he concurs with Emerson that it is "not metre, but a metre-making argument." In order to decide what constitutes poetry for you or me as an individual, he proposes the "goose-pimple test," illustrating it with the case of A. E. Housman, who (so he asserted) never dared allow a line of real poetry to come into mind while he was shaving, for he would be sure to cut himself if he did!

These brief remarks can only hint at my reasons for considering this a fine book — which, if it gets into the right hands (and enough of them), can do much to spread the gospel of the delights of good reading.

Boston University Business Review

The College of Business Administration will publish in May the first issue of a new magazine entitled *Boston University Business Review*. It is the present intention of its editors to publish this periodical in the Spring and the Fall. The faculty of the College of Business Administration voted unanimously in favor of such a publication, and it has their solid support. The *Review* will contain articles of interest to the business community and will embrace a wide field of subjects. These articles will be contributed by both members of the staff of the College of Business Administration and the business community.

The titles and authors of the six articles which will appear in the first issue are listed below:

"Foreign Investment — Can It Provide Our Export Markets?" by David J. Ashton, Instructor in Economics;

"Massachusetts Uprooted — Population Changes in the Past Decade," by James W. Kelley, Professor of Economics, Director, Bureau of Business Research;

"Industrial vs. Military Manpower," by Irving C. Whittemore, Professor of Human Relations;

"The Lawyer's and Accountant's Area," by Carl B. Everberg, Assistant Professor of Business Law;

"Cargo Service of Domestic Air Carriers," by George Cussens, Vice President, Flying Tiger Lines;

"Fringe Benefits in Massachusetts Industry," by A. S. Bahr and P. B. Carty, Members of the Class of 1954, College of Business Administration.

The editorial board of the magazine is Douglas H. Bellemore, Professor of Economics, Editor-in-Chief, and Carl B. Everberg and Norman E. Vuilleumier, Assistant Professor of English, Assistant Editors. — N.E.V.

Science As a Humanizing Agent

GEORGE R. HARRISON
Dean of Science, Massachusetts Institute of Technology

We are privileged to present excerpts from a paper read by Dean Harrison at the 1954 Boston University Founders' Day Institute, which had as its theme "Frontiers in the Study of Human Relations."

Dean Harrison's paper in its entirety, and all the other papers presented at the Institute, will appear in book form early in 1955.

For permission to use parts of this paper, we are grateful to Dean Harrison and to Dr. Kenneth D. Benne, Director of the Boston University Human Relations Center and Theodore W. Berenson Professor of Human Relations, who was Chairman of the Executive Committee for the 1954 Founders' Day Institute.

THE role of humanizing agent is not that ordinarily assigned to the physical sciences, especially by humanists. In fact, scientists today are likely to be accused of being overly successful in their materialistic efforts, and of bringing before mankind a series of opportunities and required decisions that may prove too much for its emotional and spiritual digestion. One of the great obligations of a scientist today, therefore, is to help patrol the boundaries of his discipline to observe its effects on other fields of human affairs. I thus intend, after covering that part of my assignment which deals with the effect of the physical sciences on man's material welfare, to explore somewhat more fully the impact of science on the whole man.

THERE is a current of fashion, especially among more casual students of the humanities, to welcome scientific progress as a usually comfortable though increasingly dangerous contribution to the material welfare of humanity, but to decry its corroding influence on the human spirit. Automatic factories of the future seem, to some, to reduce man to the role of an increasingly dispirited and dull observer, at the mercy of his robots and inevitably losing his ambition, his energy, and his interest in living. I feel that this opinion springs from a lack of proper assessment, not only of the role of science in human affairs, but of the fundamental characteristics of men. In fact, I believe that the evidence is overwhelming that man's material achievements can, and because of his nature will, in the long run contribute greatly to his spiritual welfare, and that without them he could not, in fact, reach the full flowering of his capabilities.

How does a man become more human? I would not be satisfied with the statement that to be more human means to be more spiritual; rather, I would want a man to become of greater stature and awareness in his material, emotional, mental, and spiritual structures together; and above all, to bring these aspects of his personality into proper balance and proportion. If such growth be humanizing, science makes men more human, not less; in fact, science takes its place beside religion and art as one of the greatest humanizing influences that have been vouchsafed mankind.

THE most important problems in human relations at present probably rest on communication. While "to understand all is to forgive all" may not be precisely true in every case, understanding goes a long way toward smoothing human relations.

I once asked a celebrated humanist whether our relations with Russia would not be greatly helped if every Russian who wished to do so were able to listen to American broadcasts, and vice versa, assuming that any Russian and any American could say anything he wanted to. His reply reflected adversely either on humanity or on humanists, depending on your point of view, for he said, "Oh no, the better you knew them the less you would like them!" If humanists really believe this to be true over the long pull, the humanities are in a sad way. But if we are correct in assuming that man represents a stage in the evolution of increasingly complex entities of ever greater potentiality, human relations are profoundly influenced by communication; for the stabilizing of any entity, whether an amoeba or a world political system, depends on the transfer of reactions among its parts. Say what we will about the short-term influences of the telephone, the radio, television, and the motion picture, these represent extensions of man's sight, hearing, and speech, and as such give him the opportunity and, we hope, eventually also the impulse, to build more stately mansions for his soul.

There is, of course, such a thing as too good communication, as in the company where a vice president decided that the employees should know everything that was going on in the directors' meetings, with the result that production plummeted because all the lathe operators were worrying as to whether a badly needed bank loan to the company would be forthcoming or not. But whether with language difficulties in the United Nations, radar to an airplane pilot lost over mountains in the fog, or a patient on a psychiatrist's couch who needs to learn to know himself better, science has much to offer in improved communication. Man is instinctively a gregarious creature, reaching not merely for social contacts but for unity of spirit with his fellows, for mutual understanding and for appreciation. To make him more human, increase his ability to communicate on all levels of contact.

A BY-PRODUCT of science which we take so much for granted that we are not likely to consider science to have had a part in it at all is the newly developed importance and dignity of the individual. Nature is wasteful and operates in terms of statistics; a billion baby tortoises are devoured by gulls, while fewer than two out of every hundred escape to the sheltering sea; the father alligator is likely to refrain from eating only two of his multitude of offspring, which he is mysteriously induced to preserve so that the race of alligators may be continued; when the Great Lakes fall, the number of frogs on one particular island is likely to decrease tenfold. For every seed that becomes a new plant or animal or man, millions decay, so that their precious but never-to-be-realized content is not merely born to blush unseen, but remains unborn. Science has made it possible, and in an increasing multitude of cases is making it practicable, to maintain the right to life, the dignity, and the privileges of the individual human being, which unaided nature might otherwise doom with flood, famine, cold, heat, drought, or pestilence. Science teaches man how to combine heat with cold and drought with flood; and by storing, transporting, and transforming matter and energy, gradually to free himself from the eternal quest for food, shelter, and warmth. Thus it becomes possible for him to address himself to the task of becoming more human.

* * *

GREAT effects are produced on man's spiritual nature, and

on his basic balance as a human being, by the changes induced through science in man's security, his emotional reactions, his thought processes, his abilities, and his general awareness.

* * *

Science widens man's range of experience, so that in his blundering attempts to solve economic and political problems he sends his armies now halfway around the world instead of to a neighboring village. To the humanistic query, Is this then Progress?, I reply, "Indeed it is. Instead of ten thousand warring villages, we are approaching two half-worlds, so that the ultimate unification now appears to be only slightly more than half a world away." This brings us again to the question of security. I believe that science has immeasurably increased the security of mankind, but in the background of many minds lurks a gnawing fear that this may be only temporary, if some ideological opponent is waiting to blow us all up with a hydrogen bomb.

THIS problem looms much more seriously than it deserves, for several reasons. The myth of Pandora's box testifies to how many times the discomfort of sudden change has afflicted the human spirit, and how man's innate urge for self-expression and evolutionary growth is always tempered by his longing to remain in the relative security of the known. Fire was feared by man long before he learned to use it. To see how science was berated for invading our privacy with x-rays, read the editorials in the daily papers of 1896. The dangers of a new force loom up like Gibraltar before we see the checks and balances that are automatically present, or which man has always in the past been able to build into such a situation.

The great hydrogen fear is complicated by the problem of ideologies, and is much more a humanistic problem than one for the physical sciences. The petulance sometimes manifested by humanists in this regard arises not because scientists are bringing in an incorrect answer to a human problem, but because they have suddenly enlarged the boundary conditions in which the humanists must operate, so that problems of human relations become more immediate and more difficult to solve.

Most scientists, like most thoughtful people everywhere, wish that the atomic bomb had been an impossibility. But it was not, and few would willingly sacrifice, because of the possibility that many may misuse a new weapon, the tremendous boon to humanity of the increased availability of energy which accompanies this, and the assurance that man will now be able to support his kind in much greater numbers than would otherwise be possible. In lesser degree the same argument applies to both the motor car and the airplane. If one wishes to assess the responsibility of science in terms of human lives saved or destroyed, and load science alone with the responsibility for all the wars in history, the balance sheet is still overwhelmingly in favor of telling scientists to proceed in the direction they have been going as rapidly as possible.

Does a man become more human or less when given a sword a thousand times more powerful than he had before, especially when his adversary is given a similar sword? Wishing that swords did not exist is of no help; neither is suggesting that the adversary lay his sword down. We are up against an age-old problem; an improvement in man's control of his physical environment forces him to re-examine his emotional responses, sharpen his mental facilities, and distil from his experience new es-

sences of wisdom. which add to his spiritual enlightenment.

I BELIEVE that the sensitizing of man's responses to his environment, and increased reaction from them, tend to make him more human rather than less. To assume otherwise is to have little faith in the innate goodness of man; even more important, it is to gainsay a very fundamental law whose operation we can observe, the ultimate triumph of good over evil. Stones and corks can be held together in viscous mud, but stir up the mud enough and the corks will rise and the stones sink. Science aids the stirring, though the resulting commotion is often uncomfortable.

I SHOULD like to close with a bit of advice for those humanists, and they are comparatively few, who still carp at science as an agency for human betterment. It is that they should find out what science really is and does. To start an argument, I would even venture the claim that there are more scientists today who are aware of, and interested in, the contributions to human welfare being made by religion, art, and the humanities, than there are humanists who are really aware of the contributions and potentialities of science. It is a commonplace that more physicists attend musical concerts than music lovers attend physics lectures. And in a faculty meeting of an outstanding liberal arts college, when Mr. Cicero was announced as having failed public speaking, everybody laughed; but when Mr. Gauss failed in mathematics, only the scientists laughed.

* * *

The increased responsibility that comes with increasing control over nature, making men less like beasts and more like the gods they have always visualized, can be measured up to only at a certain rate; and the regulation of this rate of progress to somewhere near the optimum value, I take to be the outstanding problem of human relations today. Granted that opportunity gives responsibility, the physical scientist has a great responsibility to humanity, and in the main those physical scientists who are aware of it wish to discharge this. Usually they do not know the answers, but they are likely to feel that the correct answer is not a cry from some humanist, "Stop! Hold everything until I get ready to decide whether you are doing the correct thing or not!" The physical scientist is dedicated to the search for Truth; he has been told by humanists that the Truth will set men free.

LIMITATIONS on the advance of scientific knowledge are not a solution for the humanists. Men now are being humanized more rapidly than ever before. Superstition, which still holds much of the world in a stifling and de-humanizing grip, is slowly retreating before the light of science, so that the number of varieties of astrological magazines on our station newsstands has now diminished to seven. Cruelty, still widely extant among peoples accustomed to struggling with each other for crusts of bread, is slowly being replaced by sympathy and empathy, the scientific embodiment of the Golden Rule.

So we arrive at the question of motive, and the fundamental difference between good and evil, which has always illuminated all questions of human progress and must until the end of time. There is no evil, no inhumanity, in the primary task of science, to forward man's love and desire for truth. An increased awareness of truth has often made men uncomfortable, but seldom has it made them less human. Science increases the areas of spiritual contact between man and nature, and between man and other men.

Record of Research—XIII

The following list of books and articles published recently by members of the University staff or by students was compiled partly from information made available in the offices of the President of the University and of the Dean of the Graduate School, and partly from the *Boston Medical Quarterly*, a publication of the Boston University School of Medicine and the Massachusetts Memorial Hospitals.

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Fine Arts

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Government

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[*Continued on next page*]

Student Enrolments at the Graduate Level

The accompanying table gives the figures for student enrolments at the graduate level, i.e. beyond the A.B. and the B.S., at Boston University for the second semesters of the academic years 1952-53 and 1953-54.

School or College		1952–53	1953–54
College of Business Administration, Graduate Division	M.B.A.	38*	44*
College of Music	M.M.	50	78
School of Theology	S.T.B.	278*	263
	S.T.M.	24	28
	M.R.E.	12	13
	Th.D.	22	26
School of Medicine	M.D.	279	287
School of Education	Ed.M.	949	990
	Ed.D.	134	133
	C.A.G.S.**	151	156
School of Social Work	M.S. in S.S.	276*	242*
School of Nursing	M.S.	50	77
School of Public Relations and Communications	M.S.	53	48
Graduate School	A.M.	379	354
	Ph.D.	281	256
	Non-degree candidates	30	14
	Non-resident	259	427

*Includes "special" students. **Certificate of Advanced Graduate Specialization.

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Pathology

DECKER, J. P., HAWN, C. V., & ROBBINS, STANLEY L. "Rheumatic 'Activity' as Judged by Presence of Aschoff Bodies in Auricular Appendages of Patients with Mitral Stenosis. 1. Anatomic Aspects," *Circulation*, 8: 161, Aug. 1953.

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Notes on the African Research and Study Program

FRANK L. SWEETSER, JR., *Associate Professor of Sociology*

Research Grant

Mr. Alvin D. Zalinger of the Department of Sociology and Anthropology has received a grant from the Twentieth Century Fund for a study of African Students in the United States. This study will be conducted in cooperation with the Boston University African Research and Studies Program, and will attempt to develop a "sociological profile" of a selected group of potential African leaders,

Director's Trip

Dr. William O. Brown, Program Director, left Boston on April 15th to attend meetings of the Executive Council of the International African Institute in London. The Council, a small group of specialists in African Studies having an international membership — English, French, Belgian, Portuguese, and American — functions as the executive body for the International African Institute, which is an international organization concerned with African studies and maintains its headquarters in London. Dr. Brown returned to this country on May 5.

Visitors

Professor N. J. J. Olivier, Professor of Native Law, University of Stellenbosch, South Africa, visited Boston March 23rd to March 27th. A social anthropologist, Professor Olivier is on leave from his university, attached to the South African governmental commission for the Socio-Economic Development of the Native Areas. He is currently engaged in a five-month study of race relations in the United States, following a schedule planned by the Institute of International Education, which suggested his visit to the Program.

Professor Meyer Fortes, Chairman of the Department of Social Anthropology at Cambridge University, spent a week in Boston, from March 28 to April 4th. During his visit, he was introduced to Boston University personnel interested in African studies at a party at the home of Dr. Brown, and spoke formally to three groups in the University. Dr. Fortes addressed the Faculty Advisory Committee of the Program on "Background and Development of African Studies in England"; he spoke to the Graduate Colloquium of the Sociology Department on "Anthropology in the United Kingdom"; and to the Seminar in Cultural Anthropology on "Recent Changes in African Life: the Background of Urban Growth."

Mr. Georges Ampedo-Amah of the Sociétés Indigènes de Prévoyance, French Togoland, visited the Program on April 8th. Mr. Ampedo-Amah is the special representative of French Togoland to the United Nations Trusteeship Council for the second year, and while in Boston discussed marketing board problems of French Togoland with members of the African Program staff.